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ABSTRACT

The implications of the California Statewide Longitudinal Study (SLS) of community college students are considered from the standpoint of finance. After identifying the major problem facing community colleges as their ability to cope with the ever-increasing diversity of students, the paper presents selected SLS findings and offers observations on them. The findings noted include a high percentage of students with zero units or grade points; the substantial proportion of students who increased their skill levels or pay rates while at the community college; the 20% of the evening students attending on an off-and-on basis; the prominence of "job conflict" as a reason for dropping out; and the relationship between "W" grades and attendance without expectation of a grade or credit. In response to these findings, the paper observes a need to examine the financial justification for serving students who attend with no evident result or for personal enrichment, and the need for flexibility in scheduling to avoid attrition due to job conflicts. Next, the 17 student prototypes described in the SLS are defined and discussed in terms of their financial implications. It is recommended that the "leisure skills student," "education seeker," and "art and culture student" prototypes assume the costs of their education. A final observation calls for a reexamination of the community college's base cost and for a finance bill that reflects current, rather than former, programs and students. (HB)

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# Informal
# Personal Observations
# Of The
# STATEWIDE LONGITUDINAL STUDY
# From
# A Finance Perspective

By

Richard W. Goff

VC 820 353

I have been requested to write my reactions to the Statewide Longitudinal Study; however, I am to limit my area of focus to the matters related to finance. When one reviews a project as significant as this Study and limits focus to only one perspective, the reader can become alarmed at the statements of belief presented. Yes, there is another side; yes, there are other considerations; yes, there is more to the educational process than concerns about finance; and, yes, I have made in this paper many statements which are contrary to existing popular belief within today's community colleges.

It is my belief that community colleges have ended a finance era, 1955-1979, and are entering a new era, 1980-?. We all need to be nudged by our peers with possibly unpopular ideas and opinions so that our conventional wisdom can be discussed and tested, causing us to get on track seeking the right answers to the right questions for this new era. The readers may believe that I have come up with the wrong answers and I can respect them for that. The importance of this report is more in what is said after the reading, rather than in the reading. I hope I am dealing with the right questions. If I can cause consensus in agreement or disagreement with the statements made in this report, then my time has been worthwhile.

After I read the Statewide Longitudinal Study, I chose to reread Dorothy Knoell's Missions and Functions of the California Community Colleges and the Brookings Institute study of community colleges. The reader of this report may find it interesting to do the same three readings because, while the ideas expressed and questions raised do not fit comfortably into how we viewed the mission of the community college in the past, the opinions presented may become the popular views of the new era as demanded by those who support and pay for this effort.

If there is one overriding theme in this report of my reactions to the Longitudinal Study, it is best said by Dorothy Knoell, who paraphrases the same general message found in the Brookings Institute report:

> The fundamental problem now facing the community colleges is their ability to cope with the ever-increasing diversity of their students. During the last twenty years, the community colleges--faculty, programs, services--have changed more slowly than the characteristics of their students. There is a reluctance in the community colleges to establish priorities among student clienteles, programs, and services; and they may be increasingly unable to do everything well by being continually more efficient and more productive. If choices and priorities are not made, the result will probably be to do everything less well and some things unsatisfactorily.

To this, I would like to add we must recognize that each community college district, the State, the United States, and most of this world are all in a money bind. No "quick fix" is going to solve this problem in the near future. Therefore, we need action plans which deal with economic environment reality.

I will present my views by identifying specific findings from the Statewide Longitudinal Study and then describe my observations.

Finding: "About 24 percent of the original sample (of enrolled students) attempted and passed zero units; 27 percent had zero grade points. This may be partially explained by the large proportion of Prototypes whose goals have no relationship to college grades or credit." (p. 8-1)

Observation: We are dealing with a community college system in California which spends two billion dollars each year. We had better have some solid evidence that 27 percent of the enrollment did not participate in this significant expenditure for no results. To have an explanation which "may partially explain" does not build confidence because the word "may" implies "may not," and "partial" does not describe how big or small a part. Further, if we are serving students who are not interested in grades or credit, are we not describing what, in traditional terms, is the role of adult education? If so, are we prepared to accept the reduced apportionment revenue per A.D.A. given for adult education?

Finding: "Substantial numbers of attending students have increased both the skill level of their jobs and the pay received (while in college attendance during the study); 27 percent hold jobs requiring higher skills, and 45 percent have received pay raises greater than the 10 percent allowed for cost-of-living increases each year." (p. 8-2)

Observation: This is a somewhat suspect finding because it is inferred that attendance at the community college was causal. Ages of community college students generally place them at the beginning rungs of employment position and salary. Raises are commonly given in private industry several times each year and are intended to reflect inflation and the increased value of the employee to the business. Therefore, one would expect the amount of salary increase to exceed

the cost-of-living index and the salary increases noted may well be more related to the companies' salary philosophies than attendance at a community college. Time and experience with the companies may be more causal for the promotions than class work taken--though I'm comfortable that attendance in the community college may have helped the students' chances for promotion.

Finding: "Almost 20 percent of evening students expected to attend (community colleges) on an 'off-and-on' or occasional basis." (p. 48, pt. II)

Observation: If this occasional enrollment takes place because the students are seeking classes for personal consumption, which yields little back to our economic society, then I believe they should pay the cost of the courses selected. With enrollment caps and scarce staff funding, we are no longer able to finance classes for personal consumption. To do so precludes the opportunity for another class to be offered which has an economic benefit to society. If the reader can accept the concept that the state should not pay for personal consumption, then the statement of the study to the effect that 43 percent of the evening students are enrolled for "Self-Enrichment" (p. 46) needs to be seriously studied. Does self-enrichment mean personal consumption with no or little future return to society?

Finding: "The most common reason given by students for not enrolling in a subsequent semester was 'job conflict.'"

Observation: If community colleges offered selected classes in a more compressed period of time than semesters or quarters, this would reduce job conflicts as a reason for dropping out. It seems reasonable that there is a higher probability of job conflict as 16-week increments pass by and less probability in a shorter space of time.

Finding: "It is probable that many W's represent students who attended without any expectation of grades or credit. These findings indicate that college administrations ought to find an alternate method of judging course outcomes." (pp. 3-15)

Observation: I do not object to the recommendation given, but I have an "arm-chair researched" probability which goes beyond the Study's statement, and that is that many of the W's given result from a number of possibilities including, but not limited to:

A. The student took the class for personal consumption reasons rather than for preparation to become something and when the need to know or curiosity was satisfied, he/she dropped out of the class. There was a probable measurable student satisfaction and the student benefited; however, the question should be asked, is this what the taxpayer should pay for or should the consumer pay?

B. The student took the course for in-service training to become more proficient on the job and left when he/she met a proficiency standard which satisfied him/her or the employer. Is there a limit to the number of years of in-service training which free public education should support? If a particular industry has its skilled and semi-skilled working force continuously trained by the community college, is this to be done only at public expense?

C. When many W's occur it may be possible that an eight-week set of ideas has been elongated into a compulsive 16-week course format and the student left the class when he/she sensed what was taking place. The solution here is to break away from a rigid semester calendar. This will cause more efficient and effective use of expensive teachers and facilities.

D. It is also possible that the W's took place from students wanting a "quick fix" to a particular curiosity, problem at work, or vocabulary for a potential promotion. When satisfied that person withdrew. Unfortunately, because we are not knowledgeable (nor do we do much to become knowledgeable) as to why a student takes a particular

class, we frequently have classes with enrollments at mid-semester substantially below maximum levels. This causes the cost per student to rise and the income per class to decline. Through more thorough student market analysis, adjustments to course content and time, coupled with more adequate program advisement, this problem could be more properly resolved.

The central point I want to make about this finding is, while it may well be advisable for administrators to find an alternate method of judging course outcomes, from a financial view it is also important to look at many W's and a lack of caring about receiving grades or credit as being descriptive of a set of problems which must be met. It may be that this attitude on the part of some of these W receivers indicates that they would have been better served (or the taxpayer better served) if the class had been offered in community services where the cost would have been borne by the attendee. Until we have a more complete understanding of the motivation as to why a particular student takes a particular class and a clear statement of what the state is willing to finance, the Study's finding and recommendation will be muddled around and be a source of controversy.

Finding: The Student Prototypes as descriptors.

Observation: The Student Prototypes are stated to be of assistance to all in better understanding the mission of the community college effort. I shall use each descriptor to identify what I consider to be related finance questions or statements of opinion.

DESCRIPTOR: THE FULL-TIME TRANSFER STUDENT. Wants an A.B. or B.S. degree, attends full-time, obtains a G.P.A. of better than 2.4, and will transfer after one to five semesters.

These students use the resources and services of the community college in the most cost efficient and effective manner. They can be programmed logically, sequentially, rationally, and they allow the college to plan ahead.

Their use of support services such as library, counseling, administrative data processing, and classroom facilities, expressed in terms of full-time attendance equivalents (F.T.E.), is very efficient, and as students they are effective.

DESCRIPTOR: THE PART-TIME TRANSFER STUDENT. Wants an A.B. or B.S. degree, attends part-time, and will transfer after more than five semesters.

This group does not use the resources and services of the college quite as efficiently and effectively as a full-time student. More counseling time is needed because, while it takes several part-time students to equal one full-time equivalent, the counselor must talk with each whole head belonging to a fractional F.T.E. More heads to make up one F.T.E. also mean more names and statistics to process through the Admissions and Records Office and the data processing system. Further, from year to year the average number of units attempted will vary for this group as a whole and advanced planning in terms of teacher hiring and efficient class size scheduling becomes more difficult.

DESCRIPTOR: THE UNDISCIPLINED TRANSFER STUDENTS. Claim A.B. or B.S. as their goal, but have a poor academic record. They tend to sign up for a number of courses, drop most of them, may pass one academic course and get a grade in Physical Education. They may attend several semesters with no break in this pattern.

For the state and the college this is a very costly group. By occupying a class seat at the beginning of the semester, he/she is displacing a potential serious student. For the costs incurred in terms of facility usage, teacher wages, counseling, admissions and records, etc., few or no measurable results materialize. Sociologists can argue that there was a benefit, but from the traditional economic view

the college and the taxpayer had cost without much benefit. Considering the diminishing number of dollars available today for the support of our colleges, I have to ask if it is fair and prudent for us to continue to spend (not invest) money on these students semester after semester when, with an enrollment cap, we are excluding thousands of students who are willing to commit themselves to purposeful college experiences.

DESCRIPTOR: THE TECHNICAL TRANSFER STUDENT. Intends to transfer, but takes a sequence of vocational courses that have transfer credit. They would be classified as Vocational Students under SAM (Gold, 1978), but would be misclassified under the Vocational Function.

Like the Full and Part-Time Transfer Students this group tends to be reasonably efficient and effective in the use of facilities and services. Cost is higher for these students because the building and equipment used is more expensive and the class size is often much smaller than that found in the typical college transfer class.

DESCRIPTOR: THE INTERCOLLEGIATE ATHLETES. Attend college to participate in intercollegiate team athletics. They state that they are transfer students, but appear more interested in the sport than in an A.B. or B.S. degree.

It is difficult to talk objectively to others about this group because few are neutral on the topic. From a cost to the college standpoint, intercollegiate athletics generate 50-100 percent more cost per F.T.E. than it does in income. This means other college programs must generate more income than expenditure in order to support the intercollegiate athlete; however, this situation is also true of programs such as drama, electronics, nursing, and many others.

From a financial view and cost consideration, coupled with eclectic societal concerns, a significant proportion of this group is exposed to injuries and "working conditions" which cause injuries resulting in high insurance rates.

If the same injury probability were exposed in any other college program or to our employed staff, the college would be closed as being unsafe.

Before I am accused of being pro or anti athletics, I will close by saying intercollegiate athletics are and should be a local community priority placement option. The student who comes to the college primarily for participation in intercollegiate athletics, as opposed to commitment to a college education, probably yields society less economic return on the public education investment than the committed student who turns out for the team as a fun thing to do--this also can make the difference between a winning and losing season.

DESCRIPTOR: THE FINANCIAL AID-SEEKING STUDENT. States that his goal is to transfer, but his/her main purpose is to obtain financial aid for as long as possible. Serious students on financial aid do not fall into this category.

This category of student is frequently institutionally dependent and can be very expensive because the focus is on the money now rather than a preparation for life's work later. Classes taken can be for interest of the moment purposes and it is difficult to plan future class schedules involving this prototype. Use of facilities and services is not particularly efficient or effective and the economic benefit return to society is always in question.

DESCRIPTOR: THE EXPEDITER. Attends a nearby four-year college and takes one or two courses at the community college because it fits into the student's schedule.

Society most often receives an economic benefit through offering classes to this type of student and the student benefits through compression of the period of "lost or deferred wages." In addition, for the classes taken at

the community college, the student avoids the fees per unit the four-year college would have charged which benefits the student and may have some negative impact on the four-year institution.

These students are deliberately part-time in attendance at the community college and to the degree that they take class seats at prime times (8:30 a.m.-noon), they can cause other part-time students who might have taken an additional class to be displaced. Other than that effect on efficiency, these students use the facilities and services in a reasonably efficient and economical manner. It is doubtful that they use the counseling services because they appear to be motivated and self directed. Expediters tend to cause difficulty in long-range schedule and enrollment planning because their reason for attendance is reactive to the schedule planning of the four-year institution and that has been like an accordian in going from growth oriented, to compression, and back to growth for the past 15 years.

DESCRIPTOR: THE CAREER PROGRAM COMPLETER. Intends to take the complete series of courses in a vocational program preparatory to working in the field of study.

These students allow for the most efficient and effective use of the facilities and services of the college. By taking the entire array of courses within the program in a sequential manner, planning and predictability by the college staff are enhanced. From an economic viewpoint society benefits from the money spent or invested in this group and there is a measurable return on the effort. It is well recognized that vocational programs tend to be much more costly than liberal arts or general education classes. This is due to smaller class size, larger building requirements per student, more expensive equipment and premature obsolescence of that equipment.

DESCRIPTOR: THE JOB SEEKER. Wants only enough skills for a beginning job in his/her chosen field. They attend part-time, and may not complete courses once they have learned enough skills for the job they want. They usually enroll in one or two courses in the same field for one or two semesters.

These students use the college in a manner which is efficient and effective for them, but very inefficient and somewhat ineffective for the college. If the teacher is employed for the full semester and the building and equipment investment can be spread over a potential benefit life of each day class is in session, a student dropping out is more costly and is a lost opportunity for some other student who might have used all the college's assets more completely. Some will say the question should be directed toward how to keep the student enrolled for the full semester, but the real question may be, why do we insist upon full semester length courses for the types of training these students need? Until we find the right answer to the right question, these students can cause unnecessarily high cost per unit of student educated or trained within a particular class and they can also cause reduced income to the college.

Overall, Job Seekers represent an economic benefit to society and their training at public expense is warranted, but I remain continuously amazed at the resistance of staff to recognize that these students' needs exist and we satisfy these needs in a most inefficient manner. Partially as a result of the community college's "hide bound" tradition to semester length courses, vocational proprietary schools are flourishing and the community college cost per A.D.A. (Average Daily Attendance) is increasing at an unnecessary rate.

Advanced schedule planning is very difficult for these students. It is impossible to accurately predict whether these students will proceed through the sequence of courses or will finish the class. That which negatively affects the ability to plan usually causes increased and unnecessary extra costs.

DESCRIPTOR: THE JOB UPGRADER. Holds a job in his/her chosen career, attends part-time, usually evenings, to upgrade job skills. These students usually seek a promotion or raise or to get a better job in the same field. Courses may not be completed once the student's goals have been met.

What I have said previously about any group which does not complete classes or courses again applies to this Job Upgrader. While it may be efficient and effective for the student, it is not so for the college. Adjustments to the program in terms of content and time may bring about efficiency and effectiveness for all concerned and we can have that desirable state of an action being mutually beneficial.

A question which comes to my mind is, if the Job Upgrader is being directed to go to the college for training by a particular industry or group within an industry, should this be at general public expense? Several years ago, I would have argued a strong yes, and would have used as an example the economic benefit of this approach in North Carolina. Now, with an enrollment growth cap and declining revenue behind each student, I must rethink (a nice way of not admitting, "for the first time") my priorities. Many colleges are, this year, turning away thousands of students from the opportunity to enroll. Should the Job Upgrader receive the same priority as others who do not yet have jobs? Each prototype can not be a priority one.

DESCRIPTOR: THE LICENSE MAINTAINER. Takes one course for credit to renew a license and this course is generally in the evening.

The License Maintainer uses the facilities and services in a very efficient and effective manner and the relationship between the college and the student is mutually beneficial. Little or no use of the counseling and library services takes place and most class work requires minimal building and equipment needs.

In an era when community colleges can no longer be all services to all people and considering that enrollment growth caps cause us to establish which services come first, second and third, should we consider causing these License Maintainers to enroll in a community services class where they pay for the cost of such tax deductible training? I'm confident that many can give the reasons why this would be an inappropriate approach to the mission of the community college; however, the reality of today is that enrollment caps are inappropriate to the generally understood mission of the community college and today you could not receive public consensus on what the mission should be. If we had to make a choice within the cap between offering four additional English writing skills classes or four classes for License Maintenance, I hope we would opt for the writing skills. If so, I further hope we would not simplistically ignore the License Maintainer, but would offer the opportunity for a community services cost paying class. Hard choices and priorities are going to have to be established and we can no longer be everything to everyone at no expense to every user.

DESCRIPTOR: LEISURE SKILLS STUDENT. Seeks vocational, athletic, or aesthetic skills to pursue a hobby. They usually enroll in one course per semester, often in the evenings.

Prior to the present economic crunch it was nice that community colleges offered this service. Now we must look at this group of students and recognize there is no economic return to society for this effort. These students are involved in almost pure personal consumption of public paid for goods and services. No group of students, nor the associated courses in which they enroll, has brought more criticism to the community college effort. The Brookings Institute study cited

poodle grooming and fly casting as areas of concern. Sacramento legislators recently questioned why the state was going into a deficit while supporting a credit course at one community college titled something to the effect of you and your companion dog.

We should all get hearing aids if we do not now hear the screaming of the public that personal consumption courses should be offered in a manner whereby the consumer pays for his hobby or whim interest course.

DESCRIPTOR: THE EDUCATION SEEKER. This student is the "perpetual learner" whose life is not complete unless taking a college course, usually in liberal arts.

Recognizing that this student is difficult to distinguish from a motivated transfer student and it could be costly to monitor, it is my opinion that the Education Seeker is involved in personal consumption with no economic return to the society which pays the cost, and the student should pay for that which he/she consumes.

DESCRIPTOR: THE ART AND CULTURE STUDENT. "Culture buffs" who take courses in music appreciation, art history, or humanities, that include attendance at concerts, art exhibits, drama productions, etc.

If it is possible to identify these students and isolate them from transfer or other degree-oriented students, then they should be treated as others who are involved in personal consumption--pay the cost.

DESCRIPTOR: THE EXPLORER/EXPERIMENTER STUDENT. Doesn't know what he/she wants and is exploring avenues of content or exploring him/herself before deciding how/whether to continue formal education.

There are no unique finance consequences to this group except that all services of the college must be conveniently available to this student as questions and

needs arise. The Explorer/Experimenter needs the greatest amount of time from knowledgeable and sensitive counselors and teachers during office hours. The public strongly supports expenditures in this area--probably because we all went through this experience.

DESCRIPTOR: THE BASIC SKILLS STUDENT. Seeks basic skills in math, reading and English composition. Often seeks a G.E.D. or is a recent immigrant wanting to learn English.

From an economic viewpoint, instructionally aiding Basic Skills Students yields a high return to society. Preparing a student for employment and participation as an informed citizen has a very positive societal cost/benefit relationship.

A major finance consideration is related to the grade level of performance at which the community colleges should draw the line, or whether any line should be drawn at all. Should the community college, or some other educational unit, teach students who read and/or write below the sixth grade? Fourth grade? Eighth grade?--pick a number. The lower the number selected, the greater the number of years before a student successfully completes a program at what is purported to be a two-year college. That last word is important. Is it a college function or chosen high priority to teach fourth or sixth grade reading, writing and arithmetic skills? In view of the enrollment cap, should we establish a base below which high school adult education takes charge?

DESCRIPTOR: LATERAL TRANSFER STUDENT. Takes preliminary courses at the local community college before transferring to a specialized program not given locally.

The same comments apply to this group as other transfer students.

Finding: "These data establish that a very small percentage of students enroll in or identify with programs. . . considering this finding community college managers ought to engage in different kinds of curriculum planning." (pp. 3-14)

Observation: In addition to the recommended engagement in different kinds of curriculum planning, we must identify courses which are taken for personal consumption reasons and charge the student for his/her proportionate cost share of the offering.

Finding: Over two yeras of the study, the modal number of semesters of enrollment (by students) is one. (p. 8-1)

Observation: During this same two years most colleges maintained or increased their gross number of total enrollments. This means we are dealing with an extraordinary turnover ratio in student clients; which, in turn, means a paper blizzard of record keeping which must be kept by law in orderly form until the year 2 trillion A.D. One full-time student is one head to counsel and one social security number to record. What this modal number indicates over a two-year period is that in order to equal the value of one full-time student, 20 social security numbers are recorded and potentially 20 students are to be counseled, and this cost-multiplying concept can be carried through the many other services of the college. The cost impact is significant.

General Observation:

Community colleges, possibly as a hangover from the days when the junior college was considered an extension of the secondary school system and referred to as grades 13 and 14, chose to continue to identify many programs as "vocational." This implies that programs not labeled vocational are nonvocational. With the exception of hobbyists and those few students who become institutionally dependent, I have yet to meet a person who is attending college just for his/her "jollies." All programs in all colleges are vocational in nature and I believe we need to develop this posture if only for financial reasons.

The trend for a number of years has been for the various governmental units to give vocational programs greater financial support and more recognition of need than programs not labeled vocational. Training people for jobs has a vital, politically salable ring to it; but it should be recognized that the ability to write and speak effectively or demonstrate arithmetic skills or understand basic laws of physics, etc., all are as equally important to vocational education as the ability to manipulate a widget.

Finance to "vocational" education has been growing at a faster rate than to other programs within the whole of the college. Fundamentally, when the part consistently grows faster than the whole, at some point in time the part becomes the whole. I recognize that my view represents a minority of one opposed to a national acceptance of the present title, but I believe that education would benefit if we stopped these neat and tidy artificial compartmentalizations which imply that some programs are not vocational when indeed they are. A nonvocational student in a course is one who is taking that course for personal consumption reasons. A nonvocational course is one designed to serve students for personal consumption reasons. All else is "vocational"--it's really not a dirty word or lacking in academic dignity.

General Observation:

The four parts of the Study describe the student of today and this should be contrasted back to what we remember about our student mix 10 or 20 years ago. In doing this we see many changed patterns. Proportionate numbers of increase are seen in what we choose to call "vocational," and we know these programs are more expensive per A.D.A. than traditional transfer courses. The changed proportional mix causes higher mean average cost per A.D.A. Substantially greater numbers of students are enrolling for part-time attendance and the turnover ratio of student enrollment is extremely high. More part-timers and the high turnover ratio have caused a major increase in the costs of servicing these students in such areas as counseling, admissions and records, administrative data processing, etc.

Now look at today's finance plan and reflect back over the years to see how this has kept pace with increasing costs per A.D.A. Generally speaking each year's new finance bill, as it moves through the Legislature, takes the

previously approved finance bill as a base and adds some inflationary factor to it. During some years the actual Consumer Price Index was used, and only once was the Government Goods and Services Index used--probably because it was consistently higher than the C.P.I. Frequently, the rate of inflation given in an adopted finance bill was lower than any index which could be referenced. What this means is that the base financial support to community colleges has not been increased to reflect the increased costs related to a changing student clientele and program mix. This has caused colleges to divert money which would have gone to the support of other programs or staff salaries to the increased average cost of this program mix and/or to reduce counseling services.

At some point in time we need to reexamine our base cost and have a finance bill related to the programs and students existing today rather than continue that this year's base is last year's base, which was that of the previous year's and previous decade's base, which was . . . -- ad nauseum.

RWG:mp
(3/23/82)

APPENDIX

SAN JOSE COMMUNITY COLLEGE DISTRICT

4750 San Felipe Road
San Jose, California 95135-1599
(408) 274-6700

R. W Goff
Superintendent

San Jose City College
Evergreen Valley College

RECEIVED
SEP 30
[illegible]

March 29, 1982

Mr. William R. Morris
Research and Evaluation Consultant
California Community Colleges
1238 "S" Street
Sacramento, CA 95814

Dear Bill:

You requested my writing related to the Statewide Longitudinal Study be in your office by April 1, 1982. Here it is.

Your stated goal was that the analysis be approximately 2,500 words in length. My response is closer to 4,500 words which should be rather handy to all. Everyone can take out 2,000 words of expressed views with which they don't agree and we end up with 2,500 words.

I chose to write in an informal, conversational style with deliberate purpose--hope that doesn't bother you or others. I tend to go along with the research which indicates that people read comfortably and retain more when the level of writing is several notches below the highest capacity of the reader.

Sincerely,

Dick

R. W. Goff
Chancellor/Superintendent

RWG:mp
Enclosure

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